**Magazine Gallery Walk:**

Students will be trying to answer the question: Why are plants important to society using cut-out pictures from a magazine

1. Students will be placed into groups of 4
2. Each group receives 1-2 different magazines
3. Groups must cut out images that they feel answer the question
4. They glue pictures to a piece of chart paper
5. Gallery walk and group sharing

**Case Study and Time Map**

1. Students will remain in their groups of four
2. Each group will receive the case study. Refer to Appendix A1
3. Students will be given 15 minutes to analyze the case study
4. They will then create a Time map (refer to appendix A2) on chart paper
5. Each group will then be given 2 minutes to present their time map to the class

**Glogster posters** <http://www.glogster.com/>

* Students will go home and look through their peer’s

Comments and references

* They will then choose 2 comments they found interesting

And create a online poster to bring in to class for group

Discussion the following day

**Wall Wisher**

1. Students will each login to [http://www.wallwisher.com/](http://www.wallwisher.com/wall/oiseplant)
2. They will then research an answer to the following question
   1. Share at least one sustainable agricultural practice in today’s society
3. They will then post their thoughts and links to resources on the group’s “wall”

(An example of a completed “wall” is shown in appendix A3)

**Rationale for choice of T/L Strategy:**

* Introduces the topic of plants and society
* Challenges students to use their evaluative and analytical skills to find images that suit question
* Gives students an opportunity to communicate their opinions with their peers

**Rationale for choice of T/L Strategies:**

* Students will be challenged to analyze the case study and come up with explanations for their decisions
* The Time map allows them to communicate their ideas using illustrations and writing
* The time map also allows students to extrapolate what they have learned about sustainable agricultural practices and apply it to the present and future society

**Rationale for choice of T/L Strategy:**

* Highlights big ideas
* Allows students to practice their research skills
* Allows students to find alternative sustainable agricultural practices
* Gives students an opportunity to share their findings with their peers

**Unit and Title of Lesson:** Yesterday, today, and tomorrow’s Sustainable Agricultural Practices (history of the topic)

|  |  |
| --- | --- |
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**Curriculum Connections**

* **Big Ideas:** Plant variety is critical to the survival

and sustainability of ecosystems

* **Ministry Expectations** F1, F1.2, F3.4. F3.5
* **Prior Knowledge:** plant growth, and factors that affect it

|  |  |
| --- | --- |
| **List Materials**   * Lab Equipment   √ Technology needs   * Audio visual | **Include in Appendix**  √Instructions for students   * Scaffolding support   √Handouts |

**Time: 15 minutes**

**Before: Minds On**

**Time: 45 minutes**

**During: Action**

**Time: 15 minutes**

**After: Consolidation & Connection**

**Next Steps**

**Assessment Strategies:** Polleverywhere can be used to track students understanding of the concepts. It can also track whether or not students agree with views presented by their peers. <http://www.polleverywhere.com/>

**Time:**

**Rationale for Choice of T/L Strategy:**

* This allows students to further improve their research skills and also be able to actively respond to their learning through a poster

**Appendix A1** *(student handout)*

**Case Study:**



During 1770 to 1860, slave trade flourished in America. Growing cotton was a very lucrative business, and many slaves were needed to help grow and harvest the cotton crop. Cotton was the only crop that was grown on many of the plantations, because cotton was the most profitable cash crop.

When these plantations first started becoming established, large amounts of cotton crop were successfully harvested. However, as each successive year passed by, many of the plantation owners were puzzled at how there a decreasing amount of cotton was being produced from their fields. In fact, some slave owners had to start selling some of their slaves in order to cope with the gradual loss in cotton production each year. After several successive years, some of the plantations had to close down since no cotton was able to be produced from the land.

In your groups, brainstorm some of the possible agricultural causes for this loss in crop yield. Once your group has arrived at a conclusion and a well developed explanation, illustrate and explain your answer using a Time Map.

**Appendix A2:** *(student instruction)*

**Time map instructions:**

Hand each group of students a large piece of chart paper and a couple of different coloured markers. Have each group draw a Time map template as illustrated below.

|  |  |  |
| --- | --- | --- |
| **Past** | **Present** | **Future** |

1. Once each group has drawn their mind map
2. They will illustrate the agricultural practice mentioned in the case study in the “past” portion of the mind map.
3. They will then, in point form, evaluate whether or not this practice is sustainable and give some supporting reasons for their decision
4. They will then identify a agricultural practice that is done in today’s society and also evaluate and explain their reasoning
5. Finally, they will brainstorm what they think the future holds in terms of agricultural practices. They will also illustrate and give an explanation for their choice.

Example of what a completed Wallwisher **Appendix A3**

